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ABSTRACT

The Administrator Professional Development Program, sponsored by the Howard University Teacher Corps, began in the spring of 1978. Its participants include principals, assistant principals, and one special education director from a low socioeconomic area of Washington, D.C., and a university facilitator. The goals and development activities of the group are determined by its members. The group meets monthly at the schools of its members and has as its goal to provide development activities for its members and to foster a network to reduce isolation and strengthen communication. The program has included workshops and summer institutes on such topics as time management and leadership styles and now uses an organizational development approach in which members analyze the current situation in their schools and how to improve it. The group is currently involved in an Action Research Project to develop a change process to make schools more effective. At the end of the fourth year, members and the facilitator participated in an evaluation of the program. Data were gathered through interviews and written questionnaires. Findings indicated that participants derived satisfaction from the program and its developing network of peer professionals. (Author/JM)

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SCHOOL-BASED ADMINISTRATOR NETWORKING

AND

PROFESSIONAL DEVELOPMENT PROGRAM

FOR

MORE EFFECTIVE SCHOOLS

BESSIE C. HOWARD

AND

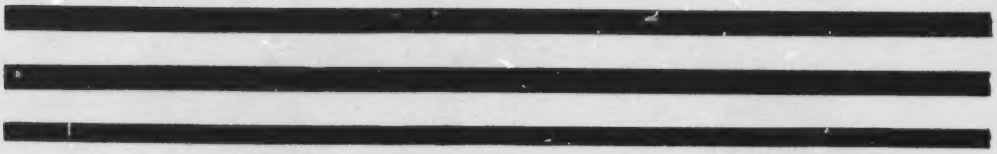
NANCY L. ARNEZ

MAY 1982

WASHINGTON, D. C. HOWARD UNIVERSITY TEACHER CORPS '78

WASHINGTON, D.C. HOWARD UNIVERSITY TEACHER CORPS

PROGRAM '78



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	Florence Pendleton (Reassigned)
	James L. Winston
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	Albert Carter
	Roberta Hickman (Reassigned)
Eastern Senior High:	Dennis Jackson
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PREFACE

THE NEED . . .

Teacher Corps has provided staff development for many D. C. Public Schools and their teachers since the early sixties. The long-range goal has been to help develop more effective schools for students, educational personnel, and community. One of the major learnings from this involvement has been the necessity to include administrative personnel as much as possible in all aspects of the staff development program.

It is important to recognize that the success of any innovative program, or change, can be thwarted by administrative personnel who have not been provided the opportunity to give input and develop new skills necessary for effective management of change. From this realization, it was clear that a plan was needed to provide Professional Development for Principals and Assistant Principals.

As a result of these insights, Teacher Corps has made intentional efforts to develop strategies that would assist administrators in being more actively supportive of in-service training for their staffs. Hoped-for outcomes from administrator professional development were to motivate: community support; good leadership skills; competent teacher behavior; positive school climate; and student achievement ------

----EFFECTIVE SCHOOLS----

Bessie C. Howard
Director

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Introduction

The purpose of this monograph is to describe an Administrator Professional Development (APD) Program for School-Based Administrators in a feeder-system of the Washington, D. C. Public Schools. Urban school administrators, staff development personnel and university educators will find the design of the program, as well as the processes for delivery, informative and perhaps useful for adaptation to their particular circumstances.

As a result of more than a decade of providing pre- and in-service training on-site in the public schools, it had been determined that the major supports or blocks to teacher education are provided by school-based administrators' overt and covert sanctions (Berman, 1978) (Emrick, 1977) (Mann, 1980) (Sarason, 1971). Principals and assistant principals, although given a job description, have role expectations from their professional peers, from subordinates, from superiors, from the total community and from self. These expectations are often conflicting, but hold the administrator accountable for the events and outcomes of the school activities they administer. The functional role may then be significantly different from the job description. (See figure 1)

EXPECTATIONS SHAPING THE SCHOOL ADMINISTRATOR'S ROLE

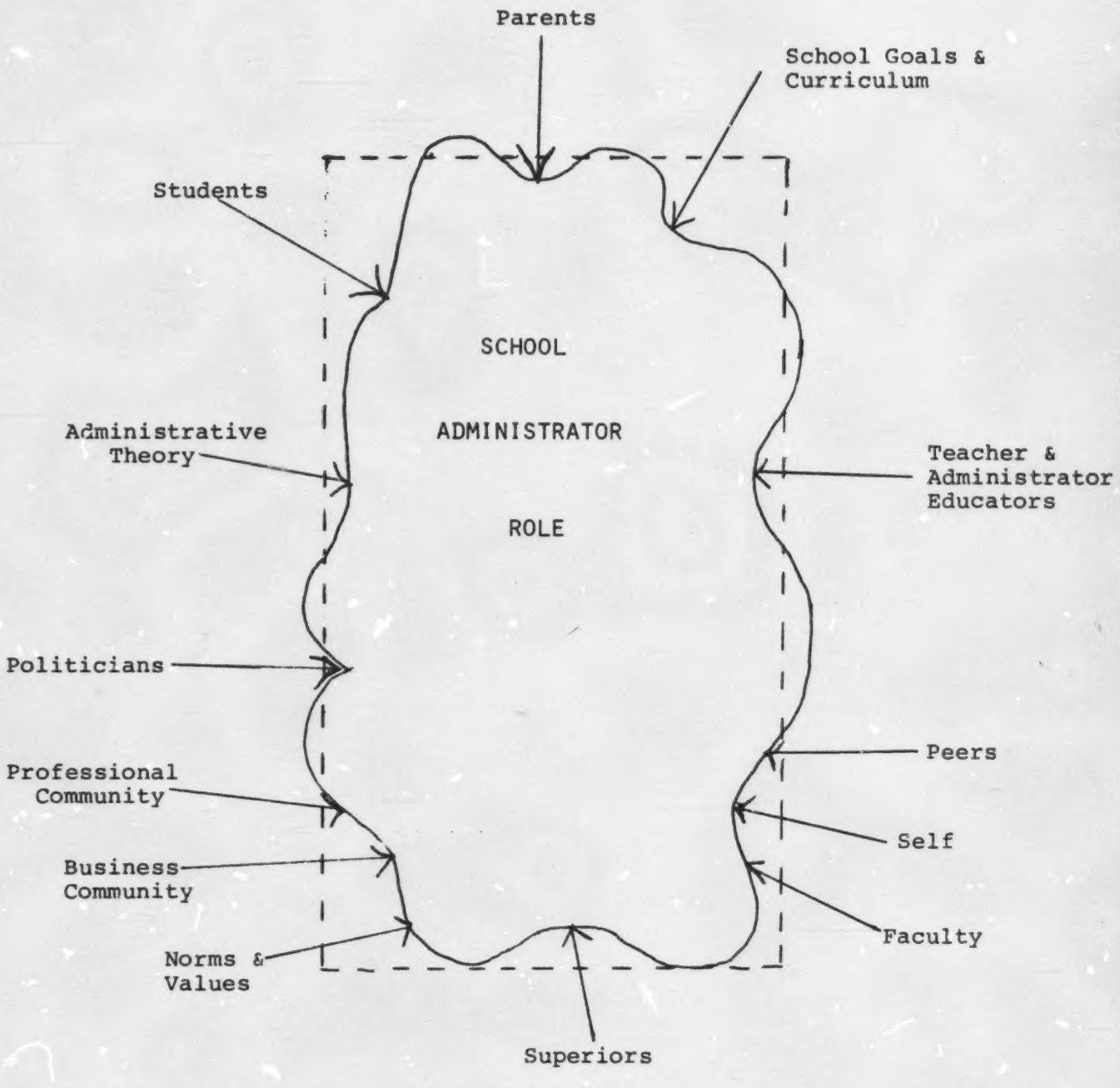


Figure 1

In large urban schools and in schools where there is not a stable community of students or faculty, anxieties about these expectations and responsibilities may cause an administrator to be excessively control-conscious (Sarason, 1971). Teacher training, especially for innovations, may be a subliminal threat to this control and therefore subject to sabotage by the administrator. The administrator may feel the necessity to understand and sanction every activity within the school, to know with a high degree of certainty that any changes that take place will be beneficial to his or her image and administration, and that the changes are congruent with the expectations of those to whom he or she feels accountable. After all, reputations with peers, as well as jobs, are on the line as everyone seeks solutions to the problems and answers to the criticisms of the schools. Support services, such as flexible scheduling and job-embedded in-service, for the school's instructional staff are too often neglected when consideration is given to training. Principals and their assistants may not know what this support could be or how to provide for its delivery.

The Washington, D. C. Howard University Teacher Corps APD experience has been supported by recent research of effective schools. Two studies which are

often discussed in the literature are the Weber and Edmonds' studies. Weber conducted a study during the school year 1970-71 which identified four successful schools in the nation. Weber found that the common factors in the success of these four schools, in order of their impact were: (1) strong leadership; (2) high expectations; (3) orderly, quiet, and pleasant atmoshere; (4) strong emphasis on reading; (5) additional reading personnel; (6) use of phonics; (7) individualization; and (8) careful evaluation of pupil progress. As was noted, strong leadership was the most impactful characteristic. The study points out that all four schools had clearly identifiable individuals who would be regarded as outstanding leaders. (Weber, 1971) Edmonds' research on effective schools also found that strong leadership was a critical factor for an effective school. (Edmonds, 1979)

Certainly, Foster's account of his experience in Philadelphia and later, Oakland, California is most convincing of the importance of strong, committed leadership in making a school effective. (Foster, 1971)

In addition, Rutter's research found the most significant factors which led to student success appeared to be: (1) effective leadership; (2) consistency of approach; (3) positive expectations; and (4) effective feedback to students. (Rutter, M., 1979)

Watson's case studies of schools with strong leadership are especially convincing of the very real significance of strong leadership in creating a climate for learning, essential to effective education programs. (Watson, 1974)

A summary of research findings (Sweeney, 1982) indicates the following:

> *"Effective Schools have effective leaders. Much of what the school does to promote achievement is within the principal's power to influence and control. Specifically, there are six leadership behaviors that have been consistently associated with schools that are well managed and whose students achieve."*

The six leadership behaviors identified by Sweeney (1982) as essential for the development and maintenance of effective schools which this program also recognized and accepted are:

1. *emphasizing achievement of students through communications, materials and priorities set for activities;*
2. *setting instructional strategies through active involvement in instructional decision-making and problem-solving activities around students' learning;*
3. *providing an orderly atmosphere so that the climate in the school is conducive to learning;*
4. *frequently evaluating student progress and setting expectations that progress will be made;*
5. *coordinating instructional programs by ensuring that what goes on in the school is congruent with the mission and goals of the school; and*

6. *supporting teachers through good communications and through support and provision of in-service for effective teaching.*

There is an unique dynamic operating on the role of the school-based administrator that is neither present to the same extent for central or regional administrators, nor operant for other faculty in the school. This dynamic is the absence of peer group interaction in the daily work environment (Wyant, 1980). Unless principals and assistant principals have an unusual shared leadership arrangment for the administration of the school (and even then, the principal is still the designated authority and accountable person for the administration), the administration does not have a "touch-base" person for ongoing sharing, problem-solving, final decision-making, lamenting, and venting of frustrations. She or he is expected to do without that human support system that often makes a great deal of difference in work survival. "It's lonely at the top!" is an accurate exclamation for most school-based administrators.

The theory, experiences and assumptions described here are the bases upon which much of the in-service Demonstration originally was built. Other environmental and systemic factors determined some of the specifics of the design and process. These phenomena will be described within the program descriptions.

The Participants

The participant school-based administrators in the APD (Administrator Professional Development) Program are principals, assistant principals, and one special education director. The feeder-system schools for which they provide educational leadership are located in a low socio-economic area of Washington, D. C., and are part of the Washington, D. C. Howard University Teacher Corps program.

Initially, the participants were from three schools: one senior high, one junior high, and one elementary. The second year, administrators from another junior high joined the group. The fourth year two other administrators from elementary schools joined the group.

In an effort to change the trend of continually lower academic achievement levels in the schools, a major city-wide curriculum change had been instituted over the past six years - a competency based curriculum (CBC). In order to implement this curriculum, K-12, administrators and teachers have been in intensive training programs. One could suppose that most educators neither experienced such a curriculum as learners, nor were trained to use it in their pre-service teaching experiences. Under these conditions, one could imagine that CBC has met both active and passive resistance.

There is increased emphasis on teacher appraisal. Conflicts over the implementation of the teacher appraisal plan is an issue being dealt with by administrators. "Community Power" is a force in the placement and removal of administrators in the schools and must be acknowledged. Reorganization of the system on a city-wide regional top administrative level has occurred three times in the last four years. These changes meant that school-based administrators had to relate to different regional superintendents and changing leadership styles.

The reduction-in-force (RIF) activities have taken place yearly for the last three years. The principalship of the senior high school changed after the first year. One junior high has had three different principals in as many years and two different assistant principals. One assistant principal position was eliminated from the other junior high in the third year. Obviously, the administrator position cannot be considered a stable one in this setting.

Throughout all this instability, the APD Program continued, bringing its ever-changing membership up to date. It is important to remember that theirs is a VOLUNTARY participation for professional development.

Planning: Phase I, Spring 1978 - Spring 1979

The Teacher Corps was anxious to help principals work through the issues of implementing the Teacher Corps program and the CBC program within their schools. However, an inventory in the spring of 1978 indicated that administrators in the Teacher Corps schools wanted a professional development program to service THEIR needs. It was not clear exactly what those needs were, but they wanted "something". A University facilitator was asked to assist the group in dealing with these issues. The facilitator was provided release time from the university to work with the administrators. She held individual conferences with principals to ascertain their concerns and establish a mutual trust level. These conferences were followed by meetings with each school's administrative team to get a sense of working relationships and common perception of needs. Finally, the teams of all four schools met together to share the ideas for a program they had been generating. Subsequently, a written questionaire was used to gather more data on the kinds of activities the administrators commonly wanted and needed. The original intent was expanded by the issues and concerns these administrators felt were important to them as a group.

It should be noted that concurrent with the planning for administrators, needs assessment and planning (NAP) teams in each of the schools were going through a similar process to determine the thrusts for a school-wide in-service program. Administrators were involved in that process also, so their needs reflected that concern.

The results of the planning process were:

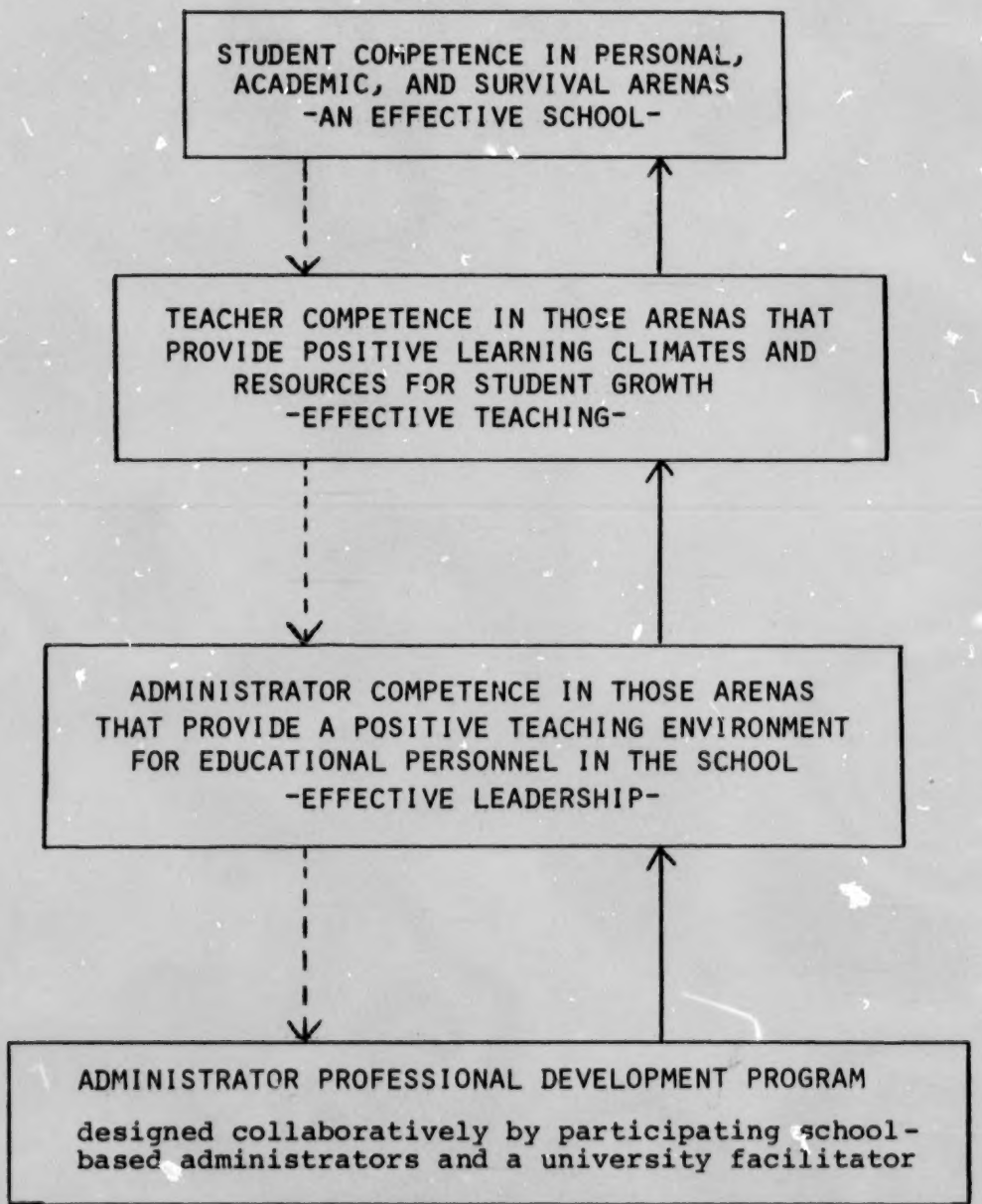
1. *a professional development design for the year 1979-80 which had a major mission to support the in-service of all educational personnel in the school through increased awarenesses of a wide range of topics;*

2. *a sense of team and support potential within and between the teams of administrators;*

3. *a greater awareness of the supports faculty members need from administrators in order to make the schools more effective;*

4. *administrators' excitement over the positive potentials for themselves, their faculties, and their students, which could result from their administrative training.*

Graphically, the support system conceptualized as resulting from this training is shown in figure 2.


STUDENT COMPETENCE IN PERSONAL, ACADEMIC, AND SURVIVAL ARENAS
-AN EFFECTIVE SCHOOL-
TEACHER COMPETENCE IN THOSE ARENAS THAT PROVIDE POSITIVE LEARNING CLIMATES AND RESOURCES FOR STUDENT GROWTH
-EFFECTIVE TEACHING-
ADMINISTRATOR COMPETENCE IN THOSE ARENAS THAT PROVIDE A POSITIVE TEACHING ENVIRONMENT FOR EDUCATIONAL PERSONNEL IN THE SCHOOL
-EFFECTIVE LEADERSHIP-
ADMINISTRATOR PROFESSIONAL DEVELOPMENT PROGRAM
designed collaboratively by participating school-based administrators and a university facilitator
supports
feedback

ADMINISTRATOR PROFESSIONAL DEVELOPMENT PROGRAM SUPPORTS

Figure 2

First Implementation Year: Phase II, 1979-80

A plan for implementing the APD program was drafted by the university facilitator. It was then submitted to APD administrators and the Teacher Corps staff for further revision and to the D. C. Public School regional office for approval. (See Appendix A)

Although the design for the program was heavily process-oriented, process took place primarily with individual teams. As a group, administrators seemed to prefer a fairly traditional mode of "coursework". They were provided resources in response to what they identified as priority areas. The areas were fairly non-personal and academic. Consultants from Howard University, the D. C. Public Schools, and the professional community were secured to address topics such as Management by Objectives, The Evaluation System in an MBO System, Theory of Management Styles, Funding Sources, Proposal Writing, and information on Public Law 94-142. There was a great deal of enthusiasm generated through their discussions of these important topics and in relating these topics to their unique work situations. Many sessions were dinners held in the evening at a local neighborhood restaurant. Attendance at the initial 9 a.m. to 11 a.m. sessions was moderate to high, while attendance at the dinners sessions was always high.

During the early spring of 1980, participants realized that there were many "missing pieces" in the type of program that they wanted. They were eager to devote more time to management issues such as Time Management, Conflict Management, Stress Management, and Leadership Styles. To help relieve this inadequacy in the academic year program, a summer institute for July 1980 was requested and planned.

During Phase II, the Washington, D. C. Teacher Corps was chosen to be one of four programs for a case study of "the role of the principal in change" to be conducted by ABT Associates, Inc. of Cambridge, Massachusetts. The principals were unhesitating in their willingness to be a part of the study. The following excerpt comes from that study.

> *"Furthermore, all principals and many of the assistant principals have participated to a fairly substantial degree in the administrative workshops. If anything, there appears to be a growing response to participation in those sessions due both to the quality of the offerings, the impressive leadership of the University Facilitator assigned to this component, and the opportunity for the principals to meet and exchange ideas. In these workshops, once again ____ and ____ have been particularly active, although ____*

stated that this is the first time in sixteen years that he has, on a regular basis, willingly left his building during the school day. The opportunity for the principals to meet on a regular basis seems to have filled a great void for them. Although all the principals in the region meet once a month at the regional office with the superintendent, those meetings are more administrative and less substantive in nature, and apparently provide less of an opportunity to learn and share issues, problems, and needs. At first, some of the principals were reluctant to take part in the Teacher Corps Workshops, and thought that it was impossible for them to leave their buildings. _____ commented that like other principals, she always felt that she did not have time for such meetings. After coming to the workshops, however, she realized that she did in fact have the time and that she could leave her building without any serious consequences to the operation of the school. In fact, one of her assistant principals frequently attends those meetings with her. It is not that 'role overload' is a myth, but rather that priorities can be set and even the busiest of building administrators can take time for such activities. Furthermore, _____ commented that the opportunity for such meetings is very important to prevent 'principal burn-out'.

The administrator workshops and principal participation on the Policy Board provide

several benefits to the project. There are benefits to the principals themselves as well as benefits that accrue from the 'flow' effect which disperses the benefits throughout their schools. Furthermore, principal involvement in Teacher Corps appears to legitimate the other components of project activities that take place in the schools. Participation in their 'own' administrator workshops makes the principals feel more a part of the project; in a sense, they become 'co-opted' by the project and are probably more willing to allow access to their schools by other kinds of Teacher Corps activities." (Rosenblum, 1980, pp. 22-23)

Summer Institute: Phase III, July 1980

Fourteen participants, including one university professor, were enrolled in the three graduate credit Howard University Administrators' Summer Institute. The Institute was held at one of the junior high schools, concurrently with two in-service courses for teachers and counsellors in the same building.

Sessions were held for two weeks from 9 a.m. to 1 p.m. each day, Monday through Friday, with additional self-paced study materials available after 1 p.m. Readings were also made available in a special notebook for each participant. There were four major themes of the Institute:

Theme:	Facilitators:
TIME MANAGEMENT	Dr. Nancy L. Arnez
STRESS MANAGEMENT	Dr. Samuel Woodard
CONFLICT MANAGEMENT	Dr. Bessie C. Howard
LEADERSHIP STYLES	Melvin Davis (Doctoral Student) and Clara Rogers

The goals were: Participants will apply theories, research, discussions, role plays, and self assessment data in:

1. *analysis of their personal and professional goals as they relate to the use of time;*
2. *understanding and coping with the stress caused by professional and personal life styles;*
3. *selection and utilization of appropriate procedures for managing or resolving conflict; and*
4. *understanding and utilizing a variety of appropriate leadership styles.*

Not all of the academic year participants were able to participate in the summer Institute. Therefore, plans were made to repeat some of the summer experiences during the following year.

Participants' and facilitators' evaluations were very good to excellent in all areas, with comments from participants that the content should be presented to all school personnel, especially other administrators in the system.

Second Implementation Year: Phase IV, 1980-81

In response to the request of the regional superintendent, the Teacher Corps director requested and received additional funds for providing workshops for administrators in the region. Based on the success of the previous year and Summer APD Institute, a series of workshops were offered. However, too many of the supportive features of the APD Program, their unique feeder-system relationships, and the time of access, were missing for the larger regional group to establish strong commitment. Although the evaluations were good to excellent, there was no effort made by the group to maintain contact or to continue with each other after the workshop series was over.

The academic year 1980-81 was significantly different for the APD Program. The increase in group maturity[1] and cohesiveness was apparent as they took more responsibility for their learnings. They continued to meet on a monthly basis, rotating meetings in the site-schools. They had now developed a "NETWORK" for

---

[1]"maturity" here is defined as the level of achievement motivation, the willingness and ability to take responsibility, and task relevant education and/or experience of the group.

communicating both formally and informally, solving problems, and discussing current issues. Formally, they agreed on the following objectives:

1. *to reduce by 90% the isolation felt by participating administrators;*

2. *to strengthen the communication linkages among them by periodically interacting with each other through telephone and face to face contact during and after the meetings; and*

3. *to strengthen communication between the cooperating senior high school and its feeder schools through administrators' problem-solving and discussion of student transfers, parental contacts, instructional thrusts, and evaluation strategies.*

In order to facilitate the achievement of these objectives, each participating administrator began by presenting his or her school's instructional program along with the management plan for its implementation. Thus, for example, an elementary school principal focussed on the "Student Progress Plan"; one junior high school principal dealt with the "Intensive Junior High School Instruction"; another junior high school principal led the discussion on "How Can We Improve Test Results?"; the senior high school principal focussed on the "Multi-Year Educational Plan"; and the special education director engineered a role-playing

situation whereby each participant donned eye masks and tried to read braille cards.

Throughout the year, participants utilized their skills and resources to serve formally as internal consultants to the APD Program and networking informally through telephone calls and on-site visits.

Institutionalization and Dissemination: Phase V, 1981-82

The fourth year shows a marked growth and group maturity resulting from the process of taking more and more responsibility for learning and development by each member. The design for this year included a "team leader" or "coordinator" role carried out by a member of the APD Program-Dr. Rosella Bardley. She is a junior high school principal who served as convener, resource checker, documentor, and liaison with the university facilitator and Teacher Corps staff. Two new school administrators were included in the APD Program this year: a nearby elementary school principal, and an elementary/middle school principal. The outreach and inclusion of new members is symbolic of the security and assurance developed by the group.

Personal and professional growth activities have been integrated more fully in several ways. In-depth analyses of personal leadership styles, the personal

and professional "payoffs" received for using their styles, and the examination of optional behaviors have been major thrusts.

Phase V of the program is much more of an organizational development approach. Administrators analyze more what the current state of their school organization is and determine strategies, behavioral or program changes, that would make a positive difference. Individual Action Research Projects were designed to assist in this effort. A group Action Research project on Teacher Appraisal guidance is being developed to share with other administrators in the D. C. Public Schools.

The final sessions of Phase V are devoted to strategizing on the most effective ways to assure the institutionalization and maintenance of the network for the future. This was a unanimous priority.

One important phenomenon to note is the change in the participants' thinking from a total focus on the principal's leadership in making a more effective school, to an awareness of the significance of the administrative TEAM, and organizational dimensions of the school as significant factors for effectiveness. Thus, administrators began to ask broader systemic questions such as, "How can a manager improve organizational performance

of a school?", "What are the organizational constraints?", and "Where is change likely to occur?" This is also reflected in their ratings of content topics on the questionnaire.

Needs Assessment data were collected, and the Phase V plan was written by the Teacher Corps director and university facilitator according to in-service guidelines. The plan was submitted to the D. C. Public School Office of Staff Development where it was approved for in-service credits. (See Appendix C)

During this year APD participants have served as resource persons to Staff Development activities for administrators in the D. C. Public Schools. They have brought a unique set of competencies as internal consultants to the school system.

The University Facilitator: Role and Dissemination Activities

The facilitator has been a stabilizing factor in the APD Program. She has remained with the program, in this role as facilitator, for all four years of its conception, birth, and growth. The continuity of this role proved to be an essential ingredient in the cohesiveness and maturing of the group. It was important that the facilitator remain sensitive to the unique

personal and role needs of participants, listen well, and interpret what was heard accurately. The role required maintaining a difficult balance between servicing professional and personal growth needs of participants, recognizing that both areas of growth affect each other.

During Phases I and II, when participants were expecting and wanting a more traditional, didactic delivery system, the facilitator role was to meet those expectations while providing the challenges for the group. As a result, participants began to "stretch" to more innovative learning modes. During Phase V the facilitator role is a model of facilitating that is more of a process consultant, critiquer, and resource provider. The role is to provide requested resources from a variety of sources, while at the same time letting participants follow through on obtaining them, whenever feasible. Resources provided include:

- searches of the literature for relevant research and writings related to study topics
- university consultants to provide content and workshops
- professional peers from the National Institute of Education and other groups as panel consultants
- administrators from the D. C. Public Schools to provide content and workshops.

The facilitator also incorporates components of this Demonstration APD Program into university instruction, e.g.:

+ graduate internships with the participant administrators
+ required observations and analyses of school board meetings for graduate students
+ using D. C. school administrators as consultants to university classes
+ using APD participants as members of the advisory committee in the development of a proposal, submitted by the facilitator for a field-centered, learner-centered, experiential doctoral program at Howard University.

It is difficult to measure the extent to which a facilitator's committment and expertise can make the positive difference in a program such as this. A facilitator's belief in what participants can do will stimulate their own confidence, motivation and achievement. The participants in this APD Demonstration Program attribute such motivation to Dr. Nancy L. Arnez, their facilitator.

The Group Action Research Project

Using an Action Research model (Longstreet, 1982) was determined to be one way of systemically going about

development of a change process for making the school more effective. Participants, who had been working on identifying their own leadership style and behaviors, were also identifying behavior alternatives for specific kinds of events. They had identified and shared their own school management plans and instructional programs. Their analysis of all this provided an opportunity to explore the possibilities for positive change in their own behavior and in the operations and programs within their school. The Action Research for the individual participant or school team was to identify such a change and document the extent to which the change helped improve the school climate.

The participant group decided it wanted to work together on an Action Research Project that could be disseminated to the larger school system. The outline for this project which will be completed by the end of the summer of 1982 is provided in Appendix D.

Participant and Facilitator Assessments

Near the end of Phase V, the fourth year, participants and the facilitator were interviewed in order to obtain their personal reflections on and assessments of the program. Following the interviews, responses to a written questionnaire were solicited from the partici-

pants to gain yet another perspective on these same issues. What follows are:

1. a description of the research technique
2. transcriptions of two interview responses- one principal and the university facilitator
3. a summary of interview responses
4. collations and analyses of the questionnaire responses

The questionnaire was given to the current participants (7) after their interview, with the exception of two persons who were interviewed after filling out the questionnaire.

The data collected from the questionnaire supported the data collected from the interviews. The questionnaire was designed to quantify/qualify the data from the interviews. The questionnaire and interview guides are included in the Appendix (E & F).

RESEARCH DESIGN

by: Dr. Donna Graham

A qualitative/quantitative design was selected for the research approach for this report. This multi-method approach utilized (1) a semi-structured interview which gathered data on the participants' opinions of and attitudes toward the seminars and (2) a questionnaire designed to verify their responses from the interview. The data was gathered from six principals, two assistant principals, one program director, and the university facilitator.

The qualitative aspects of the study provided an opportunity to obtain each participant's perceptions of and attitudes (Bogdan and Taylor, 1975) towards the program. The quantitative measures used in this study included frequency distributions and attitudes towards the program on one hand, and agreement with the program on the other. The quantitative data complemented and added another dimension to the qualitative findings. Pelto and Pelto (1978) advocate such a mixture of qualitative/quantitative methods because of the usefulness of the kind of descriptive information thus obtained. They also suggest that this combination of research procedures enhances the replicability of findings.

An interview guide was developed and used by the investigator to conduct face-to-face interviews with each subject. Interviews of fifteen to thirty minutes were conducted once per subject. Data collection included utilization of the two identified instruments.

The analysis of data included qualitative and qualtitative procedures. Ethnographic interviews were analyzed according to procedures developed by Spradley (1979). These procedures included making a domain analysis, a taxonomic analysis, and a componential anaylsis. The use of discovery of these was also included. Descriptive quantitative procedures such as frequency distributions and correlations were utilized to examine and report relationships.

Bogdan and Taylor (1975) suggest that even though qualitative research follows a systematic methodology, some of the specifics of the approach evolve as they proceed. A set of questions was developed to achieve the purpose of the study, and these questions provide some structional boundaries for the conduct of the study.

The following interview comments were made by the University facilitator:

"When members of the administrative teams began sharing problems and strategies for solving those problems, part of every session dealt with trying to find solutions. A number of these problems dealt with situations such as: evaluating teachers; the action plan of the school (How did you handle a particular aspect of it?); community relations (particularly between Eliot and Hine Junior High where there were students who transferred from Eliot into Hine or vice versa).... A parent came in and inquired about her child. The principal of Eliot was able to suggest some ways for the principal of Hine to work with this particular mother."

"...One thing I noticed about the administrators is the way they have taken hold of their own learning experiences based on their needs assessment--what they said they needed."

"...I think the literature on Leadership has been more or less explored in-depth by the group and by me. That for me, is one of the major learners. Another major learning is 'cooperative attitudes'. I really learned about the cooperative attitudes of the practicing administrators. Some who had been on the job for a number of years felt the need to continue their education, even though at least two of them have their doctorate degrees. They still considered it important to continue their education... All of these people are leaders."

"...I would say that they need some university facilitator, not necessarily me... For instance, the Action Research Project was kind of hard to get into because they have been away from a formalized educational setting as learners for a while. It is very difficult for them to focus in on an Action Research project... Well, they need help from somebody like me to pull them back into this and to focus them in on theory. After we have been practicing for a while, we forget the importance of theory and research as a coordinating link to the various activities in which we are involved and situations with which we have to deal. That overall link

(that connection among theory, research, and action) is needed in order to focus in from the broader picture and not get overwhelmed by my own school or these four schools."

"...I get the feeling that these administrators enthusiastically come to these meetings every two weeks and they do not feel that is an imposition. They use each other for support... It is a support system... It is a network. It is very lonely at the top being a principal of a school and oftimes you just don't get to what we do."

"...I think that what we (Teacher Corps and university personnel) have accomplished with the schools' administrators is, in effect, to minimize the need for our role. We have built up their strengths to a point that now they can carry on without us."

"...The seminar has really exceeded my expectations. I mean, it's just like a flower opening up. First, the petals are closed; everybody is guarded. They're guarding the seeds; and as spring comes on, the flower begins to open."

The following are excerpts from interview responses by a building principal in the APD Program.

Q: Which sessions did you feel were most helpful?

A: The sessions where we identified our leadership styles were very good because it made you/forced you to look inside yourself to see if you had established one and if you knew what it was. After you identified it; and if you thought it was what you really wanted it to be, you were able to identify your own weaknesses and begin to work on those or improve on your strengths; or just be happy in them. Another very good session was when Dr. Arnez helped us learn how to implement an Action Research Project. We were getting off our major

focus by trying to do something that dealt with the improvement of instruction. She forced us to stay on task, because if management can improve, then so will instruction. She encouraged us to deal with our own management technique. For example; we looked at whether we were delegating those small jobs that could very well be done by someone else. We identified a problem that we would research that may be a benefit to school management. We're going to try to develop something that might be of significant benefit for new and inexperienced principals.

Q: What outcomes in the school (with faculty, students or programs) and/or major learnings have you experienced as a result of your participation in the seminar?

A: I think the major outcome in the school is the cohesiveness of the faculty toward a goal. For example: The Lunch 'N' Learn sessions. Nobody was forced to participate. Yet approximately one-third of the faculty will participate in any given project that leads toward improvement of instruction. Identifying times other than after 3:00 p.m. has motivated people to participate. At 3:00 p.m. everyone is tired. Teacher Corps has gone out of its way to meet the times we have identified that teachers will be willing to stay to participate. I thank Teacher Corps for helping.

Q: Were there any direct learnings from the seminar that you've been able to apply?

A: One of the things that (my assistant principal) and I both have done has been to give more time to management. That's what we decided we would do. We're trying to do more about getting students to be more independent and giving them the impression that what we have to do is too important for petty grievances. We're trying to put kids on their own to handle their own problems. We had identified discipline in one of the sessions as a time grabber, so to speak. Many times no one was getting hurt, it wasn't really that serious, but it takes away your time. So we decided to utilize the counsellors' services to a greater extent, if all we were going to do in the final analysis was counsel the student. We decided to pass more and more of those kinds of things to the counsellors. If it's not worth suspension or having a parent in, we may spend a few minutes with the student; then we will ask the counsellor to take it. So it has given us more time. In one session we decided that providing more time for management was one of our objectives in the seminar. So we have actually arranged for more time to plan and to do our observations than we had in the past. The seminar provides a lot of time for sharing and we found that by just listening to what another person is doing or how he organizes the problems that come up, we were able to improve our own problem-solving techniques. Of course, as a result of some of the workshops we actually used the material with the students. For example, the

Test Taking workshop that Donna did. We actually administered it to the students, and several students met me in the hall and told me "I got it right." They enjoyed it. We actually used that and we have used all the materials that we got. We try to use them in our Staff Development meetings. We use our regular faculty meeting for a staff development meeting. So materials that we get from Teacher Corps we're able to use. Just today when you were in our building you could see how the teachers had done the Resource Room. Teacher Corps set that room up as a Resource Room for teachers to go in and find materials on different subjects, whether it was grouping or just general information on the status of education. After that phase of Teacher Corps was closed, they (teachers) had enjoyed the Resource Room to the extent that they decided they would continue to have a Resource Room. So, they are in the process of collecting information to keep it going.

One thing we have found is that teachers who are in school taking courses also use the materials. Sometimes they have to have information - what's new in education and contemporary issues. So they are using the resources for that also.

Q: What about the Action Research Project?

A: We are going to study the Teacher Appraisal process. We are to bring in our perceptions of the problems that come with that instrument. We're to bring in things that we did to reduce conflict or to keep problems at a minimum. It will be a group project.

We will take sections, so each person will have something to put in. But we found it (the teacher appraisal instrument) was too much work. This instrument is something that we all have to use. We still have to use it again in June. So we felt this would be something that we could study. One of the things we want the principals to know is that they must follow the process, because grievances can be filed about the ratings if you don't follow the process. Now, if they follow the process a teacher may file a grievance even if he/she has a satisfactory rating. The teacher may not have done good or outstanding work, but can grieve on the process. So we thought it would be good to go through that. Write up something from our own experiences that may be of benefit to other administrators.

Q: What has been missing for you from Teacher Corps?... from the seminar?

A: *Nothing! Every item that we have said we would like to have presented to our group has been presented, and whatever information we have asked for we have received. Every little thing that we have requested through the staff and personnel, they really have provided. They try to do what each school asks for. So everybody does not get the same package. You ask for it and then it's prepared according to your need to the best of their ability, I feel.*

Q: Do you intend to continue this administrator's network next year? How can this be done?

A: Yes, we would like to continue even if not for credit. I think it's good to keep the group together even if it met only once a month. I feel that would be something we could work out. I think what we get from each other is working, meeting to just share ideas, materials, and strategies.

Q: Do you mean sharing an interaction process?

A: Yes, that I think we would like to keep, and also the consultants/advisors like Dr. Arnez and Dr. Howard. Their experience is so wide that they are always seeing something or hearing something that they bring to use that we wouldn't even know about.

Q: What will you do as follow-up next year?

A: Teacher Corps attempted to train us to be on our own and we were informed last year that they were trying to get the project to the point where we could carry it on. I intend to carry on and institutionalize any portion of what I can with the resources that I have. I have gotten ideas for in-house Staff Development, the Lunch 'N' Learn programs, and the Needs Assessments procedure. You know they had us to structure that and plan Staff Development around it. I could institutionalize the management techniques that they showed us. But we will miss not having resources to go to if Teacher Corps is no longer here. We wouldn't have the valuable support services.

Q: Are you saying the Teacher Corps model would be helful to other administrators?

A: I think the support services, Teacher Corps, has more time to deal in-depth with problems of administrators than any other group that we have had so far. I don't know whether they could expand their roles by reaching more schools. I guess someone else could do that, but they weren't doing it. Really, the model that we set up could be used with another cluster.

Interviews with participant administrators reflected the same data as shown on the questionnaire, but also provided some unique clarifications of their answers. The following interview summaries give the additional information:

- *We cannot cover all topics and problems in the little time we have, and the problems keep changing. So we would like to continue next year even with the absence of Teacher Corps.*

- *Being in a feeder-system adds to the cohesiveness of the group. We have similar community concerns..*

- *It is important to be able to adapt the content, such as Time Management, to your own specific situation as we do. Getting information from others, for adaptation, has been especially helpful.*

- *A program design to address the needs and concerns of people in special education is needed.*

- *I have used all the materials we have received in my school for staff development and faculty meetings.*

- *Working on discipline problems has been easier through time management and delegation of authority for many functions in the school's management.*

- *D. C. Public Schools should pick up the format and delivery of this kind of seminar for others.*

- *This should be expanded to other clusters of schools.*

- *Principals and assistant principals need research skills.*

- *Principals should have their own appraisal process.*

- *Assistant principals need their own meetings, just for them.*

- *When formal sharing is not possible, informal sharing with other administrators can be done.*

- *It is sometimes hard to find time, but it is necessary to do so. The system should see that time is not a problem to do these things.*

- *We could use more content than we have had, as well as some skills in group process to better tend to our business. A little more structure would be helpful to me.*

- *Would like more product oriented activities such as the Action Research project.*

- *This model should be used to train beginning principals.*

- *We need to be individualizing this kind of program--taking people where they are.*

The two administrators who were in the program for a year and then were transferred to other areas in the

school system were interviewed also. Both indicated that the Summer Institute (prior to their move) was extremely helpful. Time Management, Transactional Analysis, Stress Management, and Conflict Management were identified as particularly useful skills which have been applied to their new settings.

QUESTIONNAIRE ANALYSIS (See Appendix F)

The purpose of the questionnaire was to determine the administrators' perception of the Administrator Development Program seminar series (Phase V) as well as their preferences and recommendations for future programming. It further gave the program staff a means for assessing the clarity with which program goals and objectives have been modeled and articulated.

The instrument was administered to seven administrators. Fewer than that number, however, responded to some items. This can be attributed to possible absences from particular sessions when the item topic was being presented.

It is important to note at this point that the questionnaire is somewhat inexact and fails to measure opinions with the precision one would desire. Nevertheless, it is useful, particularly in combination with

the interview, to get a glimpse of the impact of specific programming strategies and charting some beginning steps toward establishing plans for the future.

Items 1, 2, 5, and 6 were analyzed by the mean rating of the values given. This indicates a composite judgement of the respondents as to the value of the listed objectives/concepts (1), workshop effectivess (2), activity preference (5), and information sharing mode (6). The remaining items were analyzed from the frequency responses to options provided.

The data presented is descriptive of the small sample. No attempt should be made to generalize beyond the data as organized and presented with regard to the respondents.

A review of the data suggests a high regard for the concepts and objectives. The composite ratings of the concepts (Item 1) affirms the assumptions about effective schools presented above while giving high ratings to those concepts more oriented to the personal professional development and growth, the administrators placed highest value for that which addressed implementation strategies (see Table 1).

Table 1

ITEM 1 CONTENT/INFORMATION

Mean Rating (n=7)	Topic
1.29	Practices and Activities
1.57	School Practices
1.71	Effective Leadership
1.85	Leadership Styles
2.0	Style Section

The seminar effectiveness ratings (1, high to 5, low) demonstrate the participants' high regard of the session topic presentation. Variations in the number of the responses can be attributed to a participant's absence from the session and subsequent refraining from passing judgement (Item3, see Table 2).

Table 2

ITEM 2 SEMINAR EFFECTIVENESS

Mean Rating	(n)	Seminar Topic
1.29	(7)	Leadership Styles
1.29	(7)	Test Taking Skills
1.33	(6)	Time Management
1.33	(5)	Conflict Management
1.50	(6)	Effective Schools
1.60	(5)	Stress Management
1.71	(7)	Action Research Project
1.71	(7)	Teacher Appraisal Process
2.00	(5)	Networking

In Item 3, all respondents (100%) indicated that 3:30 p.m. was the most convenient time to meet. Reasons for this unanimous time choice included that it provides a good follow-through from the work day and that there is an opportunity for continuity. One participant cautioned that though this is a preferred time, it is also a popular one for other meetings.

Item 4 was used to establish a meeting frequency preference. "Twice a month" was the unanimous choice of the administrators. It was considered a good choice for it allowed time for other meetings and workshops as well as provide time to adjust to new ideas.

Networking, a primary focus of the program, emerged as having made an impact on the participants. In Item 5, "sharing of problems and solutions" received the highest mean rating (1.14) of the activity preferences (see Table 3). The other two interactive learning modes were also preferred over those which implied a decreased opportunity to network. It is interesting to note here that these ratings are in the reverse order of the group's initial activity requests.

Table 3

Item 5 SEMINAR ACTIVITY PREFERENCE

Mean Rating (n)		Activity
1.14	(7)	Sharing Problems & Solutions
1.29	(7)	Presentations by group members
1.29	(7)	Open Discussions
1.50	(4)	I, as the Facilitator
1.67	(6)	Outside Facilitator
2.14	(7)	Written Assignment

Table 4 presents the mean value ratings for the mode of information sharing utilized by the participants during the seminars (Item 6). The highest rating mean indicates a composite high value for networking with other professionals.

Table 4

Item 6 INFORMATION SHARING MODE

Mean Rating (n=7)	Mode
1.29	With other administrators/ professionals outside of the seminar
1.43	With other administrators in my building
1.43	With my faculty
1.89	With absent seminar members

In Item 7, seventy-five per cent of the administrators prefer to complete the Action Research Project as a total group effort. One person (14%) indicated a choice for small group work. Another 14% had no preference.

The participants were asked to indicate their preference for the support structure of continuing seminars (Item 8). D. C. Public Schools/Teacher Corps/ University was the preference of 86% of the respondents.

In Item 9, there was a wide distribution of choices as to how the seminar should be continued. Table 5 shows:

Item 9 Table 5

Choice	%
Enlarge original group to include additional administrators	29
Group remain as is	29
No preference	29
Form a new group of administrators	14

When asked to indicate which activities or topics should be included and/or expanded upon in the Fall (Item 10), those topics/activities which received the highest number of requests were those which are supportive of those factors identified earlier as being indicators of a climate for effective learning. Table 6 presents a listing of the activities as requested by the administrators.

Table 6

Item 10 FUTURE PROGRAMMING

Topic	%
Teachering Models & Strategies	72
Student Progress Plan (Promotion and Retention)	72
Stress and Conflict Management	72
Motivation	57
Communication Skills	57
Classroom Management and Recordkeeping	43
Individualizing Instruction	29
Teaming for Teaching and Learning	14

The last item, Item 11, asked the administrators to identify statements that expressed when they would like to continue with the group. "The sharing/feedback process" and "the growth/changes I've seen in myself" were the statements chosen by 86% of the group. Fifty-seven per cent indicated that they also liked the materials and resources received. Only two (29%) indicated liking the receipt of in-service credits as a reason for returning.

This survey questionnaire has permitted the Teacher Corps staff to ascertain from the participants perspective on what they derived from involvement in Phase V of the Administrators Professional Development program and ~~what direction a continuing program and~~ what direction a continuing program might take. The

participants have embraced the concepts that contribute to an effective school climate and are eager to continue their associations to facilitate that process. There seems to be a great deal of satisfaction derived from their involvement with the program and the developing network of peer professionals.

Moreover, there is considerable agreement among the group for the direction and format of future programming. In each instance, particularly Items 3, 4, and 11, there is a demonstrated value for continued networking and avoiding the barriers to that process.

Conclusions

The value of this Teacher Corps APD network, peer support, and leadership training is apparent to participants and program staff. The participants themselves have voiced what it has meant to them. The facilitator has observed and experienced the participants growth and enthusiasm. The D. C. Public Schools have available experienced leaders for giving input and facilitating other administrator training events in the Region and school system-at-large. The affirmation that such a program gives to individual participants should be made available to all school-based administrators. Time should be made available for this to take place, and

deemed a scheduled priority. It may not appear to be cost-effective to have a facilitator working as closely and uniquely with each administrator networking group. However, a facilitator could provide initial input and hold larger group sessions, composed of several networks, for theory input and suggestions for followup activities. The small groups could quickly learn to handle their own networking. This would not replace the training to meet the needs as determined by top administration in the school system. It would serve to complement other training, serving as a forum for problem-solving, clarifying, and personalizing the administrator's role and functions in his/her own school situation.

As a final product, the participants are developing an Action Research Project that includes:

1. *objectives as they relate to the plans for the administration and management of their school;*

2. *strategies to effect change in the practices, behaviors and processes within the school, that will increase, in their perception, school effectiveness, and*

3. *a product on teacher appraisal to share with other school administrators.*

The Action Research Projects will be products that have the potential of assisting other administrators make similar intentional management improvements in their schools through improving the school climate and its instructional programs.

The underlying thesis is that the school must be analyzed as an educational "organization" and the administrator as an ongoing internal organizational development person and manager. Therefore, the administrator has a responsibility to know how to diagnose, plan, manage, cope with, and assist his or her staff to adjust to change.

As professionals who have worked with the APD program we have learned a great deal ourselves. The participants are a talented and dedicated group. Their caring about effective schools is evident in their caring about developing effective leadership skills.

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APPENDIX A

HOWARD UNIVERSITY/TEACHER COPRS

Administrator Competency Program
Mini Course Series

1979-80

General Goal:

1. Increased sensitivity, knowledge and skills related to the development of an interdisciplinary assessment, planning, and individualized teaching program.

2. Increased ability to help teachers identify and work with students with a wide range of abilities and/or disabilities including behavior problems, learning disabled, visually impaired and the gifted and talented.

3. Knowledge of and strategies for supporting the implementation of education that is multi-cultural.

4. Identify positive, relevant ways to utilize and work with community persons in the school.

5. Increased ability to manage a school CBC program.

WASHINGTON, D. C. HOWARD UNIVERSITY TEACHER CORPS

1979-80

A Mini Course Series

Place: On-site rotating between Tyler Elementary School, Eliot Junior High School, Hine Junior High School, and Eastern Senior High School

Time: September 1979 - May 1980, 1 day/week @ 2½ hours/session

CYCLE I	CONSULTANTS
Management Skills Series	
1. Administrators' Assessment for management skills and styles.	Lawrence Johnson and Associates Clara Rodgers, Region IV-D.C.P.S.
2. Instructional Organization (Flexible scheduling)	Mr. Ralph Jordan, Principal Spingarn STAY, 21st Street and Benning Road, N. E. 724-4538
3. Proposal Writing and Funding Sources	Mr. Edward Smith, Program Officer National Right to Read Effort Office of Education and Advisory Learning Exchange (Clara)
4. Management by Objectives --Teacher Selection Based on Competencies --CBC --Community Involvement --Time Management	Lawrence Johnson and Associates (Dr. Eugene Williams' model)
5. School Law (PL. 94-142) the special education mandate and (PL. 94-482) the education amendments that include the vocational education title dealing with sex role bias (the law and equal opportunity)	Dr. Alvin Townsel, Urban Coalition; Mary Pellow, Center for Study of Handicapped Children and Youth 686-6729

CYCLE II	CONSULTANTS
Assessment Skills	
1. Matching Teaching Styles with Students' Learning Styles	Dr. Nancy Dworkin, Director, Association for Individual Development, V.P. State Right-to-Read and Clara Rodgers, Region IV-D.C.P.S.
2. Teaching Test Taking Skills How to make use of test data for curriculum planning	Dr. Howard Johnson, Howard University Lillie Parker (Region IV) Alice Scott, Psycometrist (Region IV)
3. Test Utilization and Interpretation	Alice Scott and Valeria Ford Research and Evaluation (Cooper) Dr. Sylvia Johnson, Howard University
CYCLE III	**CONSULTANTS**
Human Relations Skills	
1. Team Building Strategies	Dr. Samuel Woodard, Howard University
2. Dealing with Stress Factors	Dottie Christian, Title I-D.C.P.S.
3. Interpersonal Relations Skills (Conflict Management, Power and Policy)	Dr. Bess Howard, Teacher Corps
CYCLE IV	**CONSULTANTS**
Supervisory/Instructional Skills	
1. Selection of Instructional Materials (remediating stereotypic curricular material)	Dr. Eric Williams, Howard University
2. Classroom Management through Diagnostic/Prescriptive Individualized Media Learning Modules	Mr. James Colt, Howard University Demonstration (Other consultants to be identified)

Appendix B

Phase IV

Teacher Corps/Howard University

Administrative Professional Development Seminar

FALL & SPRING

1980 - 1981

OBJECTIVES:

1. To reduce by 90% the isolation felt by cooperating administrators by periodically interacting with other administrators in the program.

2. To strengthen articulation between the cooperating senior high and its feeder schools by 90% by having administrators engage in problem solving behavior in relation to problems of articulation between the three levels.

3. To strengthen the communication link between cooperating administrators by 90% by sharing information, ideas and solutions to problems.

PROGRAM:

I. TOPIC: Review of Action Planning Document and Format of Sessions

Consultant Leader: Dr. Nancy L. Arnez

Date: Tuesday, November 5, 1980

Place: Tyler Elementary School

Time: 9:00 am - 11:00 am

II. TOPIC: Student Progress Plan

Consultant Leader: Mr. Jerome Edwards

Date: Tuesday, November 18, 1980

Place: Tyler Elementary School

Time: 9:00 am - 11:00 am

III. ASSIGNMENT:

A. Review the 7 steps in Dealing with a Problem

B. Brainstorm

1. What are the major FORCES (positive or negative) related to implementing an articulation plan?
2. Take 15-20 minutes to list as many ideas. (FORCES) as you can.

Date: Tuesday, November 25, 1980

Place: Work in your own school

Time: At your convenience

IV. TOPIC: Intensive Junior High School Instruction

Consultant Leader: Dr. Rosella Bardley

Date: Tuesday, December 2, 1980

Place: Eliot Junior High School

Time: 9:00 am - 11:00 am

V. ASSIGNMENT:

A. Review our lists of FORCES. Take 15-20 minutes to review all suggestions, revising, consolidating and eliminating when necessary.

B. Prioritize and rewrite your top five (5) FORCES

Date: Tuesday, December 16, 1980

Place: Work in your own school

Time: At your convenience

VI. TOPIC: How Can We Improve Test Results?

Consultant Leader: Mrs. Florence Pendleton

Date: Tuesday, January 6, 1981

Place: Hine Junior High School

Time: 9:00 am - 11:00 am

VII. ASSIGNMENT: Establishing CHANGE Objectives

Select one of the FORCES and write a CHANGE OBJECTIVE which is most important to you. Make sure the CHANGE OBJECTIVES answer the following questions:

1. WHAT is to be changed?
2. WHO is going to change or be changed?
3. HOW will the WHO or WHAT be changed?
4. WHERE will the change occur?
5. WHEN will the change occur?
6. Is this a positive or negative FORCE?

Date: Tuesday, January 20, 1981

Place: Work in your own school

Time: At your convenience

VIII. TOPIC: Multi-Year Educational Plan

Consultant Leader: Mr. Dennis Jackson

Date: Tuesday, February 3, 1981

Place: Eastern Senior High School

Time: 9:00 am - 11:00 am

IX. ASSIGNMENT: Identify Barriers and Helping FORCE

A. Identify and list on a separate sheet, barriers you may encounter in working toward a CHANGE OBJECTIVE you have selected. List as many as you can.

B. Prioritize these barriers and list them in rank order of importance on the FORCE FIELD ANALYSIS WORK SHEET under Forces to be Overcome.

C. Identify the helping forces or sources of support you have in working toward your CHANGE OBJECTIVE. List these under Helping Forces. Pay particular attention to those Helping Forces that will have a counter effect on barriers listed under Forces to be Overcome.

Date: Tuesday, February 17, 1981

Place: Work in your own school

Time: At your convenience

X. TOPIC: Review of CHANGE Objectives in light of information shared about articulation problems and solutions regarding the Student Progress Plan, the Intensive Junior High School Instruction Plan, the Multi-Year Educational Plan and the Testing Program.

A. Re-evaluating Change Objectives
Now that you have identified both Helping Forces and Forces to be Overcome for your CHANGE OBJECTIVE, ask yourself the following questions:

- o Is the CHANGE OBJECTIVE clearly and concisely stated?
- o Is it understandable?
- o Is it stated in measurable terms?
- o Or is it stated in behavioral terms?
- o Is the CHANGE OBJECTIVE achievable?
- o Is the CHANGE OBJECTIVE reasonable? Practical?
- o Is this the best available alternative?

- o Are you committed to accomplishing the change objective?

B. Planning for Accomplishing the Change Objective

C. System Linkages

D. Action Steps

Date: Tuesday, March 3, 1981

Place: Eliot Junior High School

Time: 9:00 am - 11:00 am

XI. TOPIC: Action Steps

We are now ready to plan the steps to be taken in accomplishing our objective. We will plan our steps carefully, one at a time and in a logical progressive order.

Date: Tuesday, March 17, 1981

Place: Hine Junior High School

Time: 9:00 am - 11:00 am

XII. TOPIC: Evaluation

Date: Tuesday, March 31, 1981

Place: G & G Restaurant (Dinner Meeting)

Time: 7:00 pm - 9:00 pm

APPENDIX C

Phase V 1981-1982

APPLICATION FOR INSERVICE RECERTIFICATION TRAINING PROGRAM FOR ADMINISTRATORS

6 credits

GOAL: To develop leadership skills which facilitate the development of teacher competencies and school practices essential for an effective school.

OBJECTIVES: Participants will be able to demonstrate:

1. knowledge of school practices and routines which increase the positive school climate needed for an effective school.
2. the ability to provide leadership to implement school practices and routines which provide the positive school climate needed for an effective school.
3. knowledge of leadership styles and their affect on school effectiveness.
4. the ability to provide school practices and routines that increase the academic achievement of students.

TERMINAL CRITERION:

The school-based administrator will develop, implement and evaluate an Action Research Project that has the purpose of improving school effectiveness

through specific changes in school practices and routines and administrative leadership behaviors. As a result of project evaluation recommendations, the administrator will identify a revised or new Action Research Project goal.

COURSE DESCRIPTION

This course is offered to Teacher Corps School Principals and Assistant Principals to help them improve those administrative and management skills that will help improve practices and routines in the school and release the motivations in faculty and students for effective schooling. Participants will meld theory with their own practicum in the school. There will be opportunities for sharing and problem-solving with each other in order to increase the networking and peer support activities between the schools. Each administrative team will apply learning to an approved Action Research Project to be carried out in the school to improve the effectiveness of the school. Resources of participants will be utilized for presentation and peer-critiques of practicum activities.

Participants will meet twice a month in a total group, and on individual team schedules for practicum planning, team buidling, and problem-solving.

Topics to be covered by this training include:

1. LEADERSHIP STYLES
    - 1.1 personal inventories
    - 1.2 situational leadership
    - 1.3 leadership styles
    - 1.4 working with peers, subordinates, and superordinates

1.5 team building

2. EFFECTIVE SCHOOLS
   - 2.1 what is an effective school?
   - 2.2 educational leadership; administrative and teacher
   - 2.3 school and classroom climate
   - 2.4 community relationships and participation
   - 2.5 students' achievement and self-image
   - 2.6 impact of culture on school effectiveness
   - 2.7 impact of school practices and routines on school effectiveness
3. COPING WITH CHANGE
   - 3.1 creative problem-solving
   - 3.2 decision-making
   - 3.3 public relations
4. NETWORKING
   - 4.1 vertical: within a feeder pattern
   - 4.2 horizontally: between similar grade levels
   - 4.3 community participation in the schools
5. ACTION RESEARCH
   - 5.1 theory
   - 5.2 designing the action research project
   - 5.3 implementing the action research project
   - 5.4 evaluating the action research project
   - 5.5 initiating change in school practices based on action research data
6. TEACHER APPRAISAL PROCESS AND OBSERVATION AND CRITIQUE SKILLS
7. STUDENT PROGRESS PLAN AND SCHOOL EFFECTIVENESS
8. ANALYZING SCHOOL PRACTICES AND ROUTINES IN TERMS OF EFFECTIVENESS

9. SUPPORTING PROFESSIONAL DEVELOPMENT FOR FACULTY SCHOOL EFFECTIVENESS
   - 9.1 testing/teaching/achievement; teaching/learning styles; test taking skills
   - 9.2 individualizing instruction
   - 9.3 motivation
   - 9.4 teaming for teaching and learning
   - 9.5 communication skills
   - 9.6 stress and conflict management
   - 9.7 classroom management and recordkeeping
   - 9.8 teaching models and strategies, including grouping for instruction

10. PERSONAL PLANNING FOR PROFESSIONAL DEVELOPMENT

TENTATIVE SCHEDULE OF EVENTS:

October 6	• Orientation and needs assessment • Identifying participant resources • Identifying needed consultant resources • Prioritizing of topics • Determining administrative team schedules • Defining terms and concepts: Effective Schools; Action Research; Leadership; School climate, etc.
October 13 - May 28	• Two sessions per month, presentations on prioritized topics

- Six hours per month with individualized administrative teams: Follow-up of sessions for practicum use, team building, problem-solving on-site specific applications, Action Research Project activities.

MATERIALS AND FACILITIES TO BE UTILIZED:

The course will take place on a rotating basis in the following school buildings:

BRYAN ELEMENTARY SCHOOL - STAFF DEVELOPMENT
TYLER ELEMENTARY SCHOOL
WATKINS ELEMENTARY SCHOOL
HINE JUNIOR HIGH
ELIOT JUNIOR HIGH
EASTERN SENIOR HIGH

Materials include:

Audio-visual supplies
Simulations
Video-taping
Audio-taping
Books and articles
Assessment instruments

TYPES OF EXPERIENCES TO BE PROVIDED FOR PARTICIPANTS

1. self and peer assessment activities
2. presentations-consultants, instructor, and participants
3. simulations and role plays
4. discussions
5. readings
6. planning
7. team building
8. documenting and critiquing events and reactions

9. idea sharing and problem-solving
10. opportunities to practice behavioral options

EVALUATION DESIGN

Participant:

1. self-assessment instruments - LEAD et al.
2. peer feedback - LEAD et al.
3. instructor critique
4. submission of Action Research Project design
5. implementation of Action Research design and evaluation of design by participant and instructor

Program:

1. monthly formative evaluations by participants; instructor and coordinator

APPENDIX D

Teacher Corps/Howard University Administrators' Professional Development Action Research Project

I. Problem: How to make the Teacher Appraisal Process (TAP) more effective and objective in terms of improving the instructional process.

1. Gather data about the status quo.

   a. Administrators will list the various problems encountered
   b. when using the Teacher Appraisal Process.

2. Search for causes of each problem identified.

3. Generate hypotheses

II. Goal: To make the Teacher Appraisal Process more effective and objective in order:

   1. To improve the instructional process

   2. To avoid a grievance

III. Action or procedure for achieving goal.

   1. Prepare a solution to each problem generated by using the TAP Official Manual.

   2. Prepare a supplementary manual which more clearly delineates each step in solving a problem generated by the Teacher Appraisal Process.

APPENDIX E

PROFESSIONAL DEVELOPMENT FOR SCHOOL ADMINISTRATORS INVESTIGATOR'S

INTERVIEW GUIDE #1

General Information

To be used with the administrators who have been involved in the seminar. (Investigator-introduction of self, statement of purpose of the interview):

1. Which sessions did you feel were most helpful?_____

_____

2. Why and how?_____

_____

3. What outcomes in the school (with faculty, students or programs) and/or major learnings have you experienced as a result of your participation in the seminar?_____

_____

4. Briefly explain your Action Research Project._____

_____

5. Why did you select this topic?_____

_____

6. What types of team building activities or projects have you developed or been engaged in with your school administrators or staff?_____

_____

7. What has been missing for you from the seminar?_____

_____

8. Do you intend to continue this administrator network next year?_____

9. How can this be done?_____

10. Do you have any additional comments concerning what we have discussed?_____ If so, what?_____

_____

Designed by Donna R. Graham, Ed.D.

PROFESSIONAL DEVELOPMENT FOR SCHOOL ADMINISTRATORS INVESTIGATOR'S

INTERVIEW GUIDE #2

General Information

To be used with the administrators who began their participation in the seminar just this year. (Investigator-introduction of self, statement of purpose of the interview):

1. Which sessions did you feel were most helpful?_____

_____

2. Why and how?_____

_____

3. What outcomes in the school (with faculty, students or programs) and/or major learnings have you experienced as a result of your participation in the seminar?_____

_____

4. Briefly explain your Action Research Project._____

_____

5. Why did you select this topic?_____

_____

6. What types of team building activities or projects have you developed or been engaged in with your school administrators or staff?

_____

_____

7. What has been missing for you from the seminar?_____

_____

8. Do you intend to continue this administrator network next year?

_____

9. How can this be done?_____

10. What motivated you to participate in the administrators in-service training?_____

11. Has it met your expectations? _____If no, why?_____

_____

12. Do you have any additional comments concerning what we have discussed?_____If so, what?_____

_____

Designed by Donna R. Graham, Ed.D.

PROFESSIONAL DEVELOPMENT FOR SCHOOL ADMINISTRATORS INVESTIGATOR'S

INTERVIEW GUIDE #3

General Information

To be used with the University facilitator. (Investigator-introduction of self, statement of purpose of the interview):

1. What team building activities have you seen developed among the participants?_____

_____

2. What major learnings have you experienced as a result of your facilitating the seminar?_____

_____

3. What additional supports could you use from Teacher Corps?

_____

4. Has the seminar met your expectations?_____If yes, how?

_____

If no, why?_____

5. Do you have any additional comments to add to what we have just discussed?_____If so, what?_____

_____

Designed by Donna R. Graham, Ed.D.

APPENDIX F

ADMINISTRATIVE LEADERSHIP FOR EFFECTIVE SCHOOLS

QUESTIONNAIRE

Please indicate your responses to the following statements. All information will be kept confidential.

1. Rate the following objectives/concepts presented during the seminar as to their effectiveness concerning your needs.

   1=information greatly needed 2=information somewhat needed
   3=information not needed

___knowledge of school practices which increased a positive school climate needed for an effective school.

___the ability to provide leadership style methods and practices which provide the positive school climate needed for an effective school.

___knowledge of leadership styles and their affect on school effectiveness.

___the ability to select appropriate leadership styles for a given situation that increases school effectiveness.

___the ability to provide practices and activities that increase the academic achievement of students.

2. Rate the effectiveness of the following workshops/sessions.
   1=excellent 2=very good 3=good 4=fair 5=poor

___Leadership styles ___Effective schools ___Networking

___Teacher Appraisal Process ___Test taking skills

___Stress Management ___Conflict management

___Action Research Project ____Time management

3. Select the time that is most convenient for you to meet.

___3:30 p.m. ___4:00p.m. 8:00 a.m. ___weekends

___evenings ___no preference

Why is this time convenient?_____ _____

QUESTIONNAIRE (continued)

4. Select your preference of times you feel that you should meet.

___once a week every week ___once a month ___twice a month

___whenever there is a need ____no preference

Why?_____

5. Describe your preference of activities that you participated in during the seminar.

1=enjoy 2=somewhat enjoy 3=somewhat dislike 4=dislike

___written assignments ___opendiscussions ___sharing of problems and solutions

___outside facilitators ___presentations by group members

___outside readings ___I as the facilitator ___other_____

6. Describe how you shared information received from the seminar.

1=always 2=occasionally 3=seldom 4=never 5=NA

___with other administrators in my building

___with faculty/staff

___with other administrators (professionals) outside of the seminar

___with members of the seminar who were absent from the session(s)

7. Check (✓) your preference as to how you would like to complete an Action Research Project.

___Individual ___Small Group ___Total Group ___No preference

8. Continuation of the seminar should be supported by: Check (✓) preference.

___D.C.P.S. only ___Teacher Corps only ___University only

___D.C.P.S., Teacher Corps and University ___Teacher Corps and University

___D.C.P.S. and University

___other_____ ____no preference ___no support needed

QUESTIONNAIRE (continued)

9. Check(✓)your preference as to how the seminar should be continued.

___enlarge the original group to include additional administrators

___form new groups of administrators

___stay as is

___no preference

10. Indicate with a check (✓) which activities should be included and/or expanded upon in the Fall.

___Student Progress Plan (Promotion and Retention)

___Testing

___Motivation

___Individualized instruction

___Teaming for teaching and learning

___Communication Skills

___Classroom Management and Recordkeeping

___Stress and conflict management

___Teaching models and strategies, including grouping for instruction

11. Check(✓)why you like to continue with the group. More than one response can be indicated.

___like the sharing/feedback process

___like the receiving of in-service credits

___like the materials and resources received

___like the growth/changes I have seen in myself

Designed by Donna R. Graham, Ed.D.

WASHINGTON, D. C. HOWARD UNIVERSITY TEACHER CORPS '78

Director: Dr. Bessie C. Howard

University Facilitator: Dr. Nancy L. Arnez

School-based Administrator Participants

Tyler Elementary:	Jerome Edwards
	Jacqueline Dickerson
Hine Junior High:	Charles Thompson
	Patrick Jamison (Reassigned)
	Florence Pendleton (Reassigned)
	James L. Winston
Eliot Junior High:	Dr. Rosella Bardley
	Albert Carter
	Roberta Hickman (Reassigned)
Eastern Senior High:	Dennis Jackson
	Eva Rousseau
Peabody Elementary:	Veola Jackson
Watkins Elementary:	Dr. Ralph Briscoe

Teacher Corps Support Staff

Reader:	Joseph C. Watson, Jr.
Interviewer:	Dr. Donna R. Graham
Typist:	Verna R. Bazemore